

that all admit that it is a good thing to have a Bureau of Education. Some gentlemen may claim that this bureau transcends the limits of constitutional power. Others believe that it does not fill those limits. But all will agree that the object is a good one, and that the Government should do something at least to promote the education and enlightenment of the people. I believe that the bureau as it is now operated is far within the limits of constitutional power. But I do not propose now to discuss that question.

To my mind this question is a practical one whether the proposed increase in the appropriation for this bureau is needed. I have examined the question with some care, and I believe that it is needed, that the additional money and help can be well used for the public good by this bureau within its functions. Therefore, I shall vote for this appropriation, as the Secretary of the Interior recommends it.

But I rely more particularly upon the committees of this House. To whom are we to look when the question arises what appropriations are necessary for this bureau? First to the committee having special charge of the subject. We find the Committee of Education and Labor of this House saying that this appropriation is necessary. We must next look to the Committee on Appropriations. When we turn to that committee we find it divided, some for and some against this increase of appropriations. Therefore, the authority of our committees is in favor of this appropriation.

But I look even beyond these mere technicalities. To my mind there is no greater need and there is no more vital interest at this moment than that of education. And I do not say this in the common acceptance of the terms in which such language may always be used, but because now is a special emergency of the question of intelligence. I call attention to an extract from a table derived from advance sheets of the ninth census, showing the number of native and foreign illiterate persons ten years old and over, of all races, in the States and Territories, arranged in divisions; and I desire to say that every lover of free Government must be alarmed when he reflects how many people of this country charged with its destinies are utterly illiterate. The following is the extract to which I refer:

State.	Native.	Foreign.	Total.
Delaware.....	20,931	2,469	23,100
Maryland.....	125,907	8,592	135,499
District of Columbia..	25,501	2,218	28,719
Virginia.....	444,623	1,270	445,893
West Virginia.....	78,389	3,101	81,490
Kentucky.....	324,945	7,231	332,176
North Carolina.....	397,573	117	397,690
Tennessee.....	362,955	1,742	364,697
South Carolina.....	289,726	653	290,379
Georgia.....	467,503	1,090	468,593
Alabama.....	382,142	870	383,012
Florida.....	71,525	568	71,803
Mississippi.....	312,483	827	313,310
Missouri.....	206,827	15,584	222,411
Arkansas.....	133,042	297	133,339
Louisiana.....	258,773	7,385	276,158
Texas.....	203,334	18,369	221,703

[Here the hammer fell.]

Mr. STORM. I am not sorry this debate has sprung up on this very incidental question, and that there has been so much said here which is foreign to the subject under consideration. I am pleased that the debate has taken place, because I think it is an indication to the country that this House is ready to "call a halt," upon the latitudinarian method of construing the Constitution; that those gentlemen who construe the Constitution by a reference to the Lord's Prayer, the Declaration of Independence, and the "general welfare" clause are diminishing in number in this House.

I do not propose to go into the constitutional question supposed to be involved, because I do not consider that as having much to do with

the proposition under consideration. The amendment of the gentleman from Minnesota [Mr. DUNNELL] simply proposes to increase to the extent of \$7,000 the appropriation reported by the committee; and I wish to state as my reason for opposing this increase that we must somewhere put a curb to the tendency of bureaus to expand and enlarge themselves from year to year beyond their proper spheres. Bureaus which are established perhaps in the first instance for purposes harmless and innocent and possibly good, seek to become separate and distinct Departments in the administration of the Government. It has already been hinted here that this Bureau of Education ought to be made a separate Department and ought to be represented in the Cabinet. Gentleman say that we ought to have a minister of public instruction or education, as they have in France and Germany.

But this increase is asked for what? For the purpose of gathering statistics and facts, and diffusing such information as may be derived from them, and for nothing else. I contend that this bureau is now exceeding the jurisdiction designed to be exercised by it when it was originally created; that it has overstepped its proper sphere. When this bureau was established an appropriation of only \$6,000 was asked. In 1871 it received an appropriation of \$26,500. Last year the amount appropriated was \$84,850; and this year the amount estimated is \$42,000, which the gentleman from Minnesota [Mr. DUNNELL] proposes to increase by adding about \$7,000, making the aggregate nearly \$49,000.

Mr. DUNNELL. I wish to correct the gentleman. This additional appropriation will make the appropriation about \$42,000. It is now \$34,800.

Mr. STORM. The estimate is for \$42,000, and this will make the amount \$49,000.

Mr. DUNNELL. I desire to correct the gentleman.

Mr. STORM. Here is the Book of Estimates to which the gentleman can refer; I do not wish him to interrupt me now, being limited to five minutes.

Sir, what is the character of the report of this bureau? The first seventy-five pages are the report of the Commissioner himself. I do not wish to say anything in disparagement of that report; but I must remark that it is filled with platitudes and stale generalities which we can find at any time in the discussions of any teachers' institute in any county in my State. The next three hundred and thirty-seven pages are taken up with abstracts from official reports of State officers; but when I tell gentlemen of the House that many of these reports, as contained in the last report of the Commissioner, are over three years old, they will discover they are making an appropriation of money for disseminating information which is already known to the people of the country. What do these reports contain? Look, for instance, at the statistics of the State of Pennsylvania, and you will find them made up of such items as "average salary of male teachers," "average salary of female teachers," "number of teachers receiving provisional certificates," "number of applicants rejected," &c. Pages and pages of the last report are occupied with such useless information. Then there are sixty pages filled with "essays," which cost the department about \$15,000, written by persons not one of whom is known to the educational world. Then we have one hundred and thirty pages of statistical tables taken from the census reports. I for one am not willing to increase the clerical force of this bureau or its appropriation beyond what it is at present for such information as the Commissioner annually gives us.

[Here the hammer fell.]

Mr. MAYNARD. Mr. Chairman, I shall not discuss with my friend from Indiana [Mr. KERR] the powers of the Federal Govern-

ment. We discussed them very fully during the war, and I have not heard anything added on that general subject to what was so voluminously said at that time. Nor shall I discuss with other gentlemen the importance of this bureau. That I suppose to be settled, if anything is settled, by the action of the House, first, in establishing this bureau, and afterward in keeping it up for several years. The only question we really have before us now, is whether, for the successful and profitable working of this bureau, a small additional sum should be appropriated. The Committee on Education and Labor having charge of this subject, have investigated the question, and coming in here upon their responsibility, they tell us that the profitable working of this bureau requires this additional appropriation. With me, accustomed as I am to recognize the investigation of my associates on the floor, that is sufficient. I have no time to go into an investigation which they ought to have made, and I suppose have made.

Some remarks were made by my friend from California, [Mr. SARGENT], who sits in front of me, as to the comparative labors of this bureau and the Smithsonian Institution. He told us the general income of the United States was some twenty-nine or thirty thousand dollars, perhaps twenty-nine thousand dollars. He seemed, if I am correct, to leave out the annual appropriation made by this House, and on looking into that subject I find in 1870 it amounted to \$20,000. In 1871 we appropriated \$20,000 more, and in 1872 \$30,000, for the purpose of carrying on this establishment. He leaves out also the immense amount of money invested there which may be regarded as fixed capital, on account of building and other property and in furnishing a dwelling, the annual rent of which if it had to be paid would be considerable. The comparison of the working of the two is just as inappropriate, it seems to me, as a comparison between the Bureau of Education and the Agricultural Department. Their field of labor is entirely different. The Smithsonian Institution was referred to by my friend from Indiana in illustration of the general doctrine that the subject of education is not foreign to the purpose of our theory of government, and not to institute any comparison between the Bureau of Education and the Smithsonian Institution.

Now, Mr. Chairman, I have not heard any censure cast upon the workings of the Bureau of Education to any considerable extent. I have not heard any of the actual reports of the Bureau of Education subjected to any unfavorable criticism which would induce us to prevent making this appropriation. It is therefore narrowed down to this point whether the report of the standing committee of the House, charged with the investigation into this subject, which has examined it and reported to us that for the judicious and profitable and economical working of the bureau which we have organized this small additional appropriation is necessary, is to be followed; whether we are prepared to give so much credence to their labors and the result of their labors as to act on their pronounced judgment. So far as I am concerned I shall vote in favor of the report of the committee.

[Here the hammer fell.]

Mr. HOAR. Mr. Chairman, this debate seems to have been conducted under the belief that there was somebody who desired to have the national Government take charge of the administration of local institutions for the education of the people. The alarm is simply preposterous. These American people are made up of the people of the different States, and I undertake to say there is not a member of the House in whose district could be found a corporal's guard of voters willing to vote for his reflection if they supposed he favored taking charge of and placing under the national authority the public schools of the States.

Tom Carr says this discussion goes on for 10 pages